ED 403 643   EA 028 176

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TITLE   A Study of Shared Governance and Its Implications for
                South Gwinnett High School's School Improvement
                Initiative.
PUB DATE   Nov 96
NOTE   34p.; Paper presented at the Annual Meeting of the
                Mid-South Educational Research Association
                (Tuscaloosa, AL, November 6-8, 1996).
PUB TYPE   Reports - Research/Technical (143) --
                Speeches/Conference Papers (150)

EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   *Advisory Committees; Decision Making; Governing
                Boards; High Schools; *Participative Decision Making;
                Policy Formation; *School Based Management; *School
                Involvement; *Teacher Participation
IDENTIFIERS   *Gwinnett County School System GA

ABSTRACT
        Shared governance is an educational philosophy that
offers local school personnel the opportunity to share in decision
making and improve educational quality through local control.
Gwinnett County (Georgia) is currently implementing
school-improvement councils that will operate according to the
principles of shared governance. This paper presents findings of a
study that explored the Gwinnett High School faculty's receptiveness
toward shared governance. Data were gathered through a survey of 110
faculty members that elicited 92 responses; interviews conducted with
18 teachers; and observation. The data indicate that faculty members
felt a sense of responsibility for the school. They liked the idea of
shared decision making, and many reported that they participated in
the decision-making process. Seventy percent said that they would
like to be involved with the development, implementation, and
evaluation of the high school's curriculum. However, only 54 percent
expressed an interest in participating in developing the school's
budget. Only 50 percent of the faculty wanted to be involved with
recruiting and selecting teachers, while 66 percent expressed
interest in selecting administrators. Finally, only 57 percent were
willing to be a member of a school-improvement council that would be
held accountable for school improvement, although 71 percent
indicated that they were willing to be held accountable for decisions
made through a shared process. Fourteen tables are included. (LMI)

A STUDY OF SHARED GOVERNANCE

AND ITS IMPLICATIONS FOR SOUTH GWINNETT

HIGH SCHOOL'S SCHOOL IMPROVEMENT

INITIATIVE

By

Michael R. Phillips

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A STUDY OF SHARED GOVERNANCE AND ITS IMPLICATIONS FOR SOUTH GWINNETT HIGH SCHOOL'S SCHOOL IMPROVEMENT INITIATIVE

Introduction

Shared governance is an educational philosophy that offers local school personnel the opportunity to share in decision making and improve educational quality through local control of the schools. Acknowledging that the local school is the unit of change, schools are empowered to make curricular, instructional, personnel, staff development and budgeting decisions within the broad context of local school boards.

Following the 1983 study, A Nation at Risk, state education agencies throughout the United States passed legislation intended to reform American schools. These top-down measures were, for the most part, aimed at raising educational standards, for students and teachers.

The Carnegie Report in 1986 initiated a second wave of reform. This document offered a new perspective about the teaching profession and school reform. A basic assumption of most second wave reform efforts has been that

lasting school improvement will occur when teachers become more involved in professional decision making at the school site (Hallinger and Richardson 1988).

Decisions affecting education at the school level are more likely to be implemented if they are made by those closest to the effects of the decision (Clark, 1990). Shared governance provides the framework to bring administrators, teachers, parents and community leaders into an interdependent decision making relationship for the purpose of school improvement.

Gwinnett County has operated, for many years, in a site-based management style of control. Under the leadership of former superintendent, Dr. Sidney Faucette, they began to move towards a shared governance process that will be accountable for school improvement. This shared governance initiative will continue to be a high priority for the new superintendent, Alvin Wilbanks.

A study that investigates shared governance and the receptiveness of the faculty of South Gwinnett High School's faculty toward implementing shared governance for school improvement can provide valuable information

to South's leadership team. As they formulate plans to implement shared governance, they can use the data gathered from this study to make organizational decisions (i.e., staff development, committee placements) that could have an impact on school improvement. Gwinnett County is in the midst of restructuring and one of the components of this restructuring is the implementation of "School Improvement Councils" that will operate under the guiding principles of shared governance.

Purpose of the Study

The purpose of this study was to investigate and determine the receptiveness of the faculty at South Gwinnett High School toward shared governance. A survey indicating the components of a shared governance model (i.e., goals, curriculum, budget, staffing) was completed by the faculty at South Gwinnett investigating the willingness of the faculty to participate in a shared governance process. Faculty perceptions and their willingness to participate in shared governance, revealed from the survey, were related to practice by their day-to-day behaviors needed for successful shared governance. These perceptions and behaviors were clarified through observations of department meetings, the Local School Advisory Committee

(LSAC), and the Principal's Advisory Committee (PAC). In addition, interviews with faculty members and other personnel were conducted to determine their attitudes and beliefs about shared governance. Results of this survey were used to guide the development of South Gwinnett's School Improvement Initiative.

Research Questions. The research specifically answers these questions:

1. How receptive is the faculty at South Gwinnett High School to implementing shared governance?

2. Are the teachers actively involved in setting the goals for South Gwinnett High School?

3. Do the teachers participate in the development of curriculum at South Gwinnett High School?

4. Do the teachers participate in the development of school budget at South Gwinnett High School?

5. Do the teachers have an active role in recruiting and selection of staff members for South Gwinnett High School?

6.   How accountable are teachers for decisions made through a shared

governance process at South Gwinnett High School?

In addition to the above questions, demographic data (e.g., gender,

number of years teaching, number of years at South Gwinnett, department

participant teaches in) were gathered to facilitate comparison of responses to

respondents' characteristics.

Methodology

Perceptions of shared governance were examined using a survey

developed from components of a shared governance process discussed in the

literature. In addition to a survey, interviews and observations of the faculty

were conducted to determine if and what components of shared decision

making were actually in practice.

Research Design

A "Shared Governance Survey" was designed specifically to

investigate the willingness of the faculty to participate in a shared governance

process. After the survey was administered, responses guided observations

of subject groups: Principal Advisory Committee (PAC), Department chair

meetings, Local School Advisory Committee (LSAC). Also, interviews with

faculty members, department chairs, and other personnel were conducted to further clarify their attitudes, beliefs, and practices toward shared governance. These groups were chosen because they were already participating in decision making and it was critical to relate perceptions (e.g., survey responses) to practice.

Subjects

South Gwinnett High School is located in the southeastern part of Gwinnett County, a suburb of Atlanta, Georgia. There is a wide range of socio-economic backgrounds, from multi-housing complexes to upper middle class houses. As a part of the Gwinnett County School System, South Gwinnett serves approximately 2,100 students in grades 9 through 12. The student population is approximately 93% white, 3% African American, 2% Asian, 1% Hispanic, and 1% other. Currently, the staff at South Gwinnett High School numbers 154, of whom 110 are classroom teachers. The total teacher population of South Gwinnett High School was included in the survey. Eighteen teachers (two from each department and two administrators) were asked to volunteer for a more in-depth interview. Volunteers were determined by asking each faculty member individually (via inter-office mail)

if they would be willing to participate in an interview regarding their attitudes and beliefs about shared governance. Two teachers from each department with experience ranging from 5 years to more than 20 years were selected for interviews from the responses obtained.

One observation each of the Principal's Advisory Committee, Department Meetings, and the Local School Advisory Committee was conducted. These observations were made at the monthly meeting of each of these groups.

Instrumentation and Materials

The *Shared Governance Survey* was developed from components of a shared governance process discussed in the literature. The survey consisted of 18 items which were rated using a five point Likert-type scale (5=*almost always* to 1=*almost never*). The survey measured how receptive the faculty is to participating in a shared decision making environment concerning the areas of goals, curriculum and budget. The respondents were asked to indicate the degree to which they would like to participate in those decisions.

In addition to completing the survey, 18 faculty members were interviewed to determine their attitudes and beliefs about shared governance. Sample questions included:

1) Do you believe shared governance can be utilized for school improvement? Why or why not?

2) Do you participate in shared decision making within your department? Is it effective?

3) Are you willing to participate in a "School Improvement Council" that would be held accountable for school improvement? Why or why not?

Finally, observations were made of groups who are already participating in shared decision making. These groups included the Principal's Advisory Committee, Department Meetings, and the Local School Advisory Committee. These observations focused on how decisions are made in these groups. The researcher did not have any predetermined types of decision that were being observed. As on observer in these meetings, the researcher simply recorded the type of decisions that were being discussed by these groups. After the observations, an attempt was made to determine if

these groups actually participated in shared decision making or if they just served in an advisory role.

Procedures

The *Shared Governance Survey* was submitted to all 110 teachers at South Gwinnett High School by placing the survey in sealed envelopes and placing the survey in faculty mailboxes. Teachers were asked to respond to each statement carefully and return them in their envelope to the researcher's school mailbox within one week of receiving the survey. All surveys were completed anonymously.

Two teachers from each department and two administrators, for a total of 18 participants, were asked to volunteer to be interviewed. The years of experience represented by this group ranged from 5 years of experience to more than 20 years of experience. During these interviews, faculty members were asked about their perceptions of and participation in shared governance. The researcher conducted the interviews in his office during the teachers' planning period.

Because of time limitations, only one meeting each of PAC, LSAC, and departments was observed. All decisions made were recorded during the

observation. Careful attention was given to teachers' opportunities to participate in the decisions being made at these meetings. A comparison of the information being discussed was made to determine if the group was actually making decisions to be implemented or if their decisions were only advisory. Data from these interviews and observations would illuminate whether or not teachers were actually participating in school decision making.

Upon collection and analysis of all data, the results were shared with the local administration at South Gwinnett High School. The purpose of this study was to survey the readiness of the faculty at South Gwinnett to utilize shared governance for school improvement. It is hoped that the results of this study will be useful to the administration at South Gwinnett in determining how receptive the faculty is to adopting shared governance and to provide the necessary support to enable the faculty to utilize shared governance for school improvement.

Delimitations and Limitations of the Study. This study was conducted to determine how receptive the staff at South Gwinnett High school is to implementing shared governance for school improvement. Any findings were applicable to only South Gwinnett High School and its faculty. Other

possible limitations may include only a limited amount of time to visit LSAC,

PAC, and department meetings. Also, only 92 surveys out of 110 were

returned. Although this represents a high percentage of surveys returned

(84%), the faculty members who choose not to respond may indicate a lack of

interest in shared governance.

Data Analysis

Ninety-two surveys were returned, an 84% response rate. From Table

1, 76% percent of the respondents were female and 22% were male; 51%

had eleven or more years of teaching experience, 48% of the surveyed

population had six or more years experience at South Gwinnett High School.

The majority (84%) were not a member of PAC.

Table 1 *Description of Respondents*

(N = 92)

Descriptor	Frequency	Percent
Male	22	21.7
Female	70	76.1
Years of teaching		
1-5 years	21	22.8
6-10 years	23	25.0
11-15 years	16	17.4
16-20 years	11	12.0
More than 20 years	20	21.7
Member of PAC		
Yes	8	8.7
No	77	83.7
Member of LSAC		
Yes	3	3.3
No	82	89.1
Years at South		
less than one year	11	12.0
1-5 years	33	35.9
6-10 years	21	22.8
11-15 years	11	12.0
16-20 years	9	9.8
more than 20 years	4	4.3
Extent of participation in decision making at South		
very little	51	55.4
somewhat	32	34.8
very much	7	7.6

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Table 2 presents the frequency distribution of respondents by department and the percent of total respondents by department. The number of respondents by department ranged from two to fifteen.

Table 2 *Frequency Distribution for Departments*

(N = 92)

Department	Frequency	Percent
Language Arts	13	14.1
Vocational	6	6.5
Counseling	2	2.2
Fine Arts	4	4.3
Foreign Language	7	7.6
Math	15	16.3
Physical Education	5	5.4
Science	15	16.3
Social Studies	13	14.1
Special Education	7	7.6

Data were collected by means of a survey containing 18 items which were rated using a five Likert-type scale (5=almost always to 1=almost never). Descriptive statistics were used to analyze the data. Reliability of the

survey, established through Cronbach's alpha coefficient was high, (alpha coefficient = .91).

Analysis of the data in this study is discussed in the following three groupings: (1) faculty sense of responsibility and ownership of the school; (2) faculty willingness to be involved in the development of curriculum, budget, and recruitment of staff; and (3) faculty receptiveness to shared governance and their degree of accountability for decisions made through shared governance.

Five questions on the survey measured the faculty members sense of responsibility and ownership of South Gwinnett High School. The questions are listed below as written on the survey.

1. I would like to participate in the goal setting process for South Gwinnett.

2. I would like to help establish school priorities for South Gwinnett.

3. I would like to contribute to the development of a plan to meet the goals established for South Gwinnett.

4. I would like to be actively involved in evaluating the goals established for South Gwinnett.

5. I feel a sense of ownership for South Gwinnett.

The frequency of responses by rating for questions 1, 2, 3, 4 and 5 are found in Table 3.

Table 3   *Frequency of Survey Responses*

(N = 92)

Item	AA	F	S	SEL	AN
Q1	28	39	24	1	
Q2	37	39	15		1
Q3	28	30	30	3	1
Q4	25	34	27	4	1
Q5	39	26	16	7	4

Note: *AA=Almost Always; F=Frequently; S=Sometimes; SEL=Seldom; AN=Almost Never*

In analyzing the questions independently, the researcher noted that the faculty feels a sense of responsibility for South Gwinnett High School. The majority of the faculty (72%) would like to participate in the goal setting process for South Gwinnett. In addition, 64% of the faculty would like to be involved with evaluating the goals established for South. 70% of South's faculty indicated that they feel a sense of ownership for South Gwinnett. The percentage of responses by rating for the questions 1 through 5 are found in Table 4.

Table 4 *Percentage of Responses by Rating*

(N=92)

Item	AA	F	S	SEL	AN
Q1	30.4	42.4	26.1	1.1	
Q2	40.2	42.4	16.3		1.1
Q3	30.4	32.6	32.6	3.3	1.1
Q4	27.2	37.0	29.3	4.3	1.1
Q5	42.4	28.3	17.4	7.6	4.3

Note: *AA=Almost Always; F=Frequently; S=Sometimes; SEL=Seldom; AN=Almost Never*

Table 5 indicates the mean, standard deviation, and variance for

questions 1 through 5. The mean response for this group of questions is 3.9.

This mean score indicates that the faculty at South Gwinnett frequently feel a

sense of responsibility and ownership.

Table 5 *Descriptive Statistics*

(N=92)

Mean, Standard Deviation, and Variance			
Item	Mean	SD	Variance
Q1	4.02	.784	.615
Q2	4.20	.792	.627
Q3	3.88	.924	.854
Q4	3.81	.994	.987
Q5	3.96	1.14	1.30

The survey consisted of 10 questions that investigated the faculty

members willingness to be involved in the development of curriculum,

budget, and recruitment of staff. The questions are listed below as written on

the survey.

6. I would like to have the authority to make adjustments in South's

   curriculum.

7. I would like to help determine the pace of instruction for students.

8. I would like to participate in the selection of textbooks.

9. I would like to participate in curricula development.

10. I would like to help monitor the effectiveness of curricula.

11. I would like to participate in the development of the school budget.

12. I would like to manage my own budget.

13. When the school budget has to be cut, I would like to help establish

priorities.

14. I would like to have a voice in the recruiting and selecting of teachers.

15. I would like to have a voice in the recruiting and selecting of

administrators.

The frequency of responses by rating for questions 6 through 15 are

found in Table 6.

Table 6 *Frequency of Survey Responses*

(N = 92)

Item	AA	F	S	SEL	AN
Q6	36	29	22	1	3
Q7	40	28	15	4	3
Q8	45	28	11	5	3
Q9	36	30	18	5	3
Q10	25	36	21	6	3
Q11	24	26	16	17	9
Q12	37	21	13	15	5
Q13	43	31	13	3	2
Q14	23	23	31	10	4
Q15	37	24	22	4	4

Note: *AA=Almost Always; F=Frequently; S=Sometimes; SEL=Seldom; AN=Almost Never*

The researcher observed from this grouping of questions at least 70%

of the faculty would like to involved with the development, implementation,

and evaluation of South's curriculum. Only 54% of the faculty indicated an

interest in being involved with the development of the school's budget, while

79% of the faculty would like to help establish priorities if the school budget

has to be cut. Although only 50% of the faculty would like to be involved

with the recruiting and selection of teachers, 66% of the faculty would like to

be involved with recruiting and selection of administrators. The percentage

of responses by rating for the questions are found in Table 7.

Table 7 *Percentage of Responses by Rating*

(N=92)

Item	AA	F	S	SEL	AN
Q6	39.1	31.5	23.9	1.1	3.3
Q7	43.5	30.4	16.3	4.3	3.3
Q8	48.9	30.4	16.3	5.4	3.3
Q9	39.1	32.6	19.6	5.4	3.3
Q10	27.2	39.1	22.8	6.5	3.3
Q11	26.1	28.3	17.4	18.5	9.8
Q12	40.2	22.8	14.1	16.3	5.4
Q13	46.7	33.7	14.1	3.3	2.2
Q14	25.0	25.0	33.7	10.9	4.3
Q15	40.2	26.1	23.9	4.3	4.3

Note: *AA=Almost Always; F=Frequently; S=Sometimes; SEL=Seldom; AN=Almost Never*

Table 8 indicates the mean, standard deviation, and variance for

questions 6 through 15. The mean response for the group of questions is

3.86. This mean score indicates that the faculty at South Gwinnett is

frequently willing to participate in the development of curriculum, budget, and

recruitment of staff.

Table 8 *Descriptive Statistics*

(N=92)

Mean, Standard Deviation, and Variance			
Item	Mean	SD	Variance
Q6	3.98	1.07	1.15
Q7	4.00	1.19	1.42
Q8	4.16	1.05	1.10
Q9	3.98	1.05	1.10
Q10	3.77	1.09	1.18
Q11	3.42	1.32	1.74
Q12	3.72	1.34	1.80
Q13	4.19	.952	.906
Q14	3.52	1.17	1.37
Q15	3.90	1.17	1.38

Three questions on the survey investigated the faculty members

receptiveness to shared governance and their degree of accountability for

decisions made through shared governance. The questions are listed below as written on the survey.

16. I would like to be a member of a council or group that makes school-wide decisions.

17. I am willing to be held accountable for decisions made through a shared process.

18. I believe that being involved in shared decision making will foster better school morale.

The frequency of responses by rating for questions 16, 17 and 18 are found in Table 9.

Table 9 *Frequency of Survey Responses*

(N = 92)

Item	AA	F	S	SEL	AN
Q16	25	28	29	6	2
Q17	34	38	13	3	2
Q18	39	33	13	3	1

Note: AA=Almost Always; F=Frequently; S=Sometimes; SEL=Seldom; AN=Almost Never

Reviewing each question in this grouping independently, the researcher found that only 57% of the faculty were willing to be a member of a council

that makes school-wide decisions, while 71% of the faculty indicated that
they are willing to be held accountable for decisions made through a shared
process. In addition, 78% of the faculty believe that being involved in shared
decision making will foster better school morale. The percentage of
responses by rating for the questions are found in Table 10.

Table 10 *Percentage of Responses by Rating*

(N=92)

Item	AA	F	S	SEL	AN
Q16	27.2	30.4	31.5	6.5	2.2
Q17	37.0	41.3	14.1	3.3	2.2
Q18	42.4	35.9	14.1	3.3	1.1

Note: AA=Almost Always; F=Frequently; S=Sometimes; SEL=Seldom; AN=Almost Never

Table 11 indicates the mean, standard deviation, and variance for
questions 16 through 18. The mean response for this group of questions is
3.91. This mean score indicates that the faculty at South Gwinnett would
frequently be receptive to shared governance and accountability for decisions
made through shared governance.

Table 11   *Descriptive Statistics*

(N=92)

Mean, Standard Deviation, and Variance			
Item	Mean	SD	Variance
Q16	3.67	1.14	1.29
Q17	4.01	1.09	1.19
Q18	4.05	1.15	1.32

An analysis of variance was run on each of the demographic variables to determine how significance the variables were in relationship to survey responses. Of all the variables, (gender, number of years teaching experience, member of PAC, member of LSAC, number of years at South, the extent of participation, and department), only the number of years teaching experience (EXPER) and department (DEPART) were statistical significant.

Table 12 shows the analysis of variance by Experience and Department for questions 1 through 5. These questions measured the faculty members sense of responsibility and ownership of South Gwinnett. Although the p-value for Experience and Department as separate variables is significant, when Experience and Department interact with each other, p=.01. This is

strongly significant because it indicates that the number of years teaching

experience and the department in which you teach, combined together, gives

the teacher a sense of ownership for South Gwinnett.

<u>Table 12</u> *Analysis of Variance for Ownership*

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	232.43	13	17.87	2.17	.026
Experience	85.30	4	21.32	2.59	.048
Department	165.41	9	18.38	2.23	.036
2-way interactions	429.68	25	17.18	2.09	.014
EXPER DEPART	429.68	25	17.18	2.09	.014

The researcher observed from the data that the teachers with 16 or

more years experience and in the Foreign Language, Counseling and Social

Studies Department felt the highest degree of ownership for South Gwinnett.

Table 13 shows the analysis of variance by Experience and Department

for questions 6 through 15. These questions focused on the faculty's

willingness to be involved in the development of curriculum, budget, and

recruitment of staff. When Experience and Department interact with one

another, p=.39, which is statistically weak. When these two variables are combined together, the results indicate that the faculty at South Gwinnett is willing to be involved with the development of curriculum, budget, and recruitment of staff.

<u>Table 13</u> *Analysis of Variance for Willingness*

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	1606.81	13	123.60	2.97	.003
Experience	515.84	4	128.96	3.10	.024
Department	1247.94	9	138.66	3.33	.003
2-way interactions	1125.27	25	45.01	1.08	.397
EXPER DEPART	1125.27	25	45.01	1.08	.397

A review of the research indicates that the teachers with 11 or more years teaching experience and in the Foreign Language, Vocational, Science and Social Studies Department have the highest degree of willingness to participate in curriculum development, budget, and the recruitment of staff.

Table 14 shows the analysis of variance by Experience and Department for questions 16 through 18. These questions measured faculty receptiveness

to shared governance and their degree of accountability for decisions made through shared governance. Although the p-value for Experience is not significant, the p-value for Department is strongly significant. The interaction between Experience and Department is weakly significant, p=.09. These results indicate that teachers by Department are willing to accept shared governance, but there is no evidence that the number of years experience increases the faculty's receptiveness to shared governance.

Table 14 *Analysis of Variance for Accountability*

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Main Effects	121.34	13	9.33	2.35	.01
Experience	26.75	4	6.68	1.68	.17
Department	98.54	9	10.94	2.75	.01
2-way interactions	153.73	25	6.14	1.54	.09
EXPER DEPART	153.73	25	6.14	1.54	.09

The researcher observed from the data that the teachers in the Counseling, Special Education, Science, and Social Studies Department were receptive to shared governance and accountability.

Results

The purpose of this study was to investigate and determine the receptiveness of the faculty at South Gwinnett High School toward shared governance. Through survey responses, observations, and interviews, the research specifically answers these questions:

1.	How receptive is the faculty at South Gwinnett High School to implementing shared governance?

2.	Are the teachers actively involved in setting the goals for South Gwinnett High School?

3.	Do the teachers participate in the development of curriculum at South Gwinnett High School?

4.	Do the teachers participate in the development of school budget at South Gwinnett High School?

5.	Do the teachers have an active role in recruiting and selection of staff members for South Gwinnett High School?

6.	How accountable are teachers for decisions made through a shared governance process at South Gwinnett High School?

The data indicates faculty members feel a sense of responsibility for South Gwinnett High School. They like the idea of shared decision-making and many of them feel as if they are participating in the decision-making process. 70% of the faculty would like to be involved with the development, implementation, and evaluation of South's curriculum. But only 54% of the faculty expressed an interest in being involved with the development of the school's budget. All of the department chairs are involved in the selection of new staff for their department. Interesting to the researcher is that only 50% of the faculty wants to be involved with the recruiting and selection of teachers, while 66% of the faculty would like to be involved with the selection of administrators.

Finally, only 57% of the faculty were willing to be a member of a school improvement council that would be held accountable for school improvement, although, 71% of the faculty indicated that they are willing to held accountable for decisions made through a shared process.

The observations and interviews helped to validate the faculty's perception of shared governance. The researcher noted that even on a limited

basis, many teachers, through their participation in PAC, LSAC, and department meetings were actively involved in shared decision-making.

Discussion

The faculty and administration at South Gwinnett High School are in the process of implementing a *School Improvement Council* to incorporate shared governance that will be accountable for school improvement. The purpose of this study was to investigate the receptiveness of the faculty of South Gwinnett High School toward implementing shared governance for school improvement. Many educators believe that those most closely affected by decisions should have a major role in making them and reforms are most effective when carried out by people who feel a sense of ownership of them.

The research focused on three major areas which involved: (1) faculty sense of responsibility and ownership of the school; (2) faculty willingness to be involved in the development of curriculum, budget, and recruitment of staff; and (3) faculty receptiveness to shared governance and their degree of accountability for decisions made through shared governance.

The data indicates that the faculty at South Gwinnett High School is willing to be involved in Shared Governance. They are interested in school improvement and want to share in the process. Some concerns that need to be address by the administration as they move towards shared governance are; (1) how fast do we move towards shared governance; (2) although many teachers are involved in shared decision-making, how much training will be needed to create a successful school improvement council; and (3) are teachers committed to the "long term" in utilizing shared governance for school improvement.

Shared governance is a new name for an old management style. It promotes the concept that decisions should be made at the lowest possible level in the organization and that no decision should be made without the input of those affected by them. A study of the South Gwinnett High School faculty found that they want to participate in shared governance and that they are willing to be held accountable for decisions made by a *School Improvement Council*. With the vehicles already in place at South Gwinnett and an emphasis place on school improvement, the concept of shared governance has great potential for South.

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I. DOCUMENT IDENTIFICATION:

Title: A Study of Shared Governance and it's Implications for South Gwinnett High School's School Improvement Initiative

Author(s): Michael R. Phillips

Corporate Source: State University of West Georgia / Educational Leadership / Foundations

Publication Date: Spring, 1996

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